

CREATIVE LEARNING INITIATIVE STRATEGY CARDS

Things to know:

- ❑ Basic directions are listed, visit our blog at creativelearningatx.wordpress.com or use the QR code to link to expanded directions, facilitation tips and applications
- ❑ Sample reflection questions are provided at the bottom of each card
- ❑ Art disciplines are listed in the upper right hand corner
- ❑ Included are strategies in Drama, Music, Visual Arts and Movement



CREATIVE LEARNING INITIATIVE

AUSTIN ISD • MINDPOP • CITY OF AUSTIN

SOUNDTRACK

MUSIC

INSTRUCTIONS:

- Facilitator plays a piece of music
- Ask participants to respond to the piece of music
- Synthesize participants' answers
- Transition into the story or lesson related to the music
- Variation: Compare and Contrast
 - After you finish a lesson, discussion, or story, play two pieces of music then have students compare and contrast how each piece relates to a historical figure, part of the story, etc.

REFLECT WITH THE CLASS:

Make Observations	Make Content Connections	Make Personal Connections
What sounds or instruments stood out to you? Why?	What does this song make you think about?	How did these sounds make you feel? Why?
How did the music change over time?	Which song best describes <u>the theme, the character, etc.</u> ?	What did you picture when you heard this piece of music?

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SOUNDSCAPE

MUSIC

INSTRUCTIONS:

- Brainstorm ideas for sounds and words, then ask participants to choose a sound they can repeat
- Have participants all practice their sound out loud (all at once)
- Inform participants that you will be the conductor and to watch your hands for signals
- Ask participants to listen to the sounds of others, and think about how their sounds contribute to the overall soundscape
- Conduct participants to make their sounds one group at a time
- Next begin layering one group over the other until all groups are making their sounds at the same time

REFLECT WITH THE CLASS:

Make Observations	Make Content Connections	Make Personal Connections
What sounds do you hear?	What do our sounds tell us about the setting?	What sounds stand out to you? Why?
Which sounds do you think would be the loudest? Softest?	How did the sounds change through our sequence?	How does it feel to hear our soundscape?

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SONGWRITING

MUSIC

INSTRUCTIONS:

- Brainstorm important ideas about the topic with the class
- Ask students to decide what words or phrases represent the “big picture” or main idea about the topic
- Introduce song
- Create a songwriting template (Example on CLI blog) for the song
- Write the chorus and verses
- Sing your new class song!

REFLECT WITH THE CLASS:

Make Observations	Make Content Connections	Make Personal Connections
What part of the song stood out to you most? Why?	What important information did we include in our lyrics?	What is your favorite part of the song? Why?
On a scale of 1-5, how difficult was it to write a song?	What additional information could we include if we revised our song?	How did it feel to write your own song?

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IDEA & MOVEMENT

MOVEMENT

INSTRUCTIONS:

- Have participants find their own personal space around the room
- Simultaneously have the students create their own repeatable gesture or movement based on a prompt, word, or concept (Provide time to create and practice)
- Teacher can spotlight a few student's movements
- Have the class repeat selected movements

REFLECT WITH THE CLASS:

Make Observations	Make Content Connections	Make Personal Connections
What do you see?	How do the movements connect to our subject matter?	What was hardest or easiest thing for you?
What did you notice about what we just did?	What more can you find?	Did any of our moves remind you of something else?

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BUILD-A-PHRASE

MOVEMENT

INSTRUCTIONS:

- Participants create movement based on a prompt (Provide time to create and practice)
- Invite all students to show their movement at the same time
- Spotlight one student's movement and have class repeat that movement
- Invite students to create a move for the next prompt, and repeat same process for remaining prompts
- Link together movements for each prompt to build a sequence
- You now have a movement phrase created by the entire class
- Perform your Build-a-Phrase with music!

REFLECT WITH THE CLASS:

Make Observations	Make Content Connections	Make Personal Connections
What did you see?	How do the movements connect to our subject matter?	Which was the hardest part of the sequence for you to make?
What did you notice about the movements we created?	What more can you find?	What inspired your movement for this Build-a-Phrase?

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PATHWAYS

MOVEMENT

INSTRUCTIONS:

- Teacher uses masking tape or string to create a pathway in the form of a shape or line on the floor. Lines may be straight, curved, wavy, etc.
- Students line up and take turns to move along the pathway following the shape or line
- Encourage students to explore different types of movement as they follow the pathway: hopping, tip toe, skipping, etc.
- Have students explore more than one pathway then compare and contrast their attributes

REFLECT WITH THE CLASS:

Make Observations	Make Content Connections	Make Personal Connections
What did you notice as you were following the path?	Which pathways had similar attributes? How?	Where do we see similar pathways (shapes/lines) in our world?
What did you notice as your classmates were moving along the paths?	Which pathways attributes were different? How?	How were your movements inspired by your pathway?

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1 to 10

MOVEMENT

INSTRUCTIONS:

- Teacher models activity with a partner
- The teacher makes a body shape and says “one” then the partner looks at the teacher's shape making their own shape in relation to the first shape and saying “two” when their shape is complete
- Alternating turns, partners continues making shapes until “ten” is reached
- In pairs, students decide who will go first with the teacher counting out loud as the students create their shapes
- Split the class in half and have half of class perform with partners while the other half observes

REFLECT WITH THE CLASS:

Make Observations	Make Content Connections	Make Personal Connections
What did you see?	How did our movement relate to what we are learning?	What was hardest for you? Easiest?
What did you notice about the movements we created?	What did you discover?	How did you create your moves in 1 to 10?

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CURATE A COLLECTION

INSTRUCTIONS:

- Students create models, pictures or silently choose an object from provided items
- Invite students to silently group themselves with other students, based on the attributes of their model/object/picture
- Ask students to discuss in their groups how their pieces relate to one another
- Invite students to create a collection by arranging and displaying their pieces
- Have students create a title for their collection
- Ask students to look at each groups collections taking note of anything that draws them in or prompts a question

REFLECT WITH THE CLASS:

Make Observations	Make Content Connections	Make Personal Connections
What do you see in this collection?	What does this collection communicate? Why?	What does this image remind you of?
How do these items relate to one another?	What are some other connections to our topic?	What does this say about us as artists?

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GALLERY WALK

VISUAL
ARTS

INSTRUCTIONS:

- Place sculptures, pictures or another collection of items that relate to a word or topic around the room
- Invite students to travel around the room to look at each item
- Set the expectation that students are to walk around quietly examining each item
- Remind students to be respectful and keep any negativity silent
- Ask students to take note of anything that draws them in or prompts a question

REFLECT WITH THE CLASS:

Make Observations	Make Content Connections	Make Personal Connections
What do you notice?	How do sculptures differ? How are they the same?	Which sculptures show something different than your own?
What sculpting techniques are you observing?	What do these multiple interpretations of ____ tell us?	Which sculpture best represents ____ to you? Why?

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LOOK AND LINK

- Compare and Contrast

INSTRUCTIONS:

- Select two (or more) images that relate to each other in some way
- Show each image individually then lead an open-ended discussion based in observation for each
- Next both images are shown together, the class spends time comparing and contrasting the images
- Create a drawing to link the two images together using the creative constraint that when drawing, you are not allowed to lift up your pencil
- Create 3 drawings, one for before, between and after the images using a time limit of 2 minutes each drawing
- Display all the images and drawings in sequence

REFLECT WITH THE CLASS:

Make Observations	Make Content Connections	Make Personal Connections
What do you see?	Looking at our drawings, what may have happened before/between/after?	How did you connect the images?
What's happening in the image?	How do these individual images come together to tell a story?	What do you think the full story might be?

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ART TALK

VISUAL
ARTS

INSTRUCTIONS:

- Show image and let students silently reflect on what they notice
- Ask students to think about one word to share with the class that describes the main feeling of the image
- Use prompts/reflection questions to help students verbalize their interpretations
- Once the group's narrative is fully developed, compare the interpretations to facts about the artwork IF that furthers your teaching objectives

REFLECT WITH THE CLASS:

Make Observations	Make Content Connections	Make Personal Connections
What do you see in the picture?	What does this image communicate? Why?	What does this image remind you of?
What's happening in this image?	What are some other connections to our topic?	What does this tell us about the world around us?

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MODEL MAKING

VISUAL
ARTS

INSTRUCTIONS:

- Create a prompt that guides students to think about which objects or symbols would represent a word, person, story, or process
- Ask students to visually or orally brainstorm objects or symbols that reflect the prompt
- Guide students to choose the one object or symbol that best represents the prompt
- Hand out the medium (foil, clay, newspaper, wikisticks, etc.) with which students will create their object or symbol model

REFLECT WITH THE CLASS:

Make Observations	Make Content Connections	Make Personal Connections
What kinds of objects/symbols did our classmates create?	What was similar and different between the models?	What story does your model tell?
What do you notice?	What are some other connections to our topic?	How did it feel to make your own model?

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ART INTERVIEW

VISUAL
ARTS

INSTRUCTIONS:

- Show image and let students silently reflect on what they notice
- Use prompts/reflection questions to help students verbalize their interpretations
- Have students create questions for the image or parts of the image and write them down.
- Chose a part of the image for the class to focus on
- Have volunteers go into role as the selected part of the image
- Interview student in role by answering questions from the class

REFLECT WITH THE CLASS:

Make Observations	Make Content Connections	Make Personal Connections
What do you notice first?	What word would you use to describe this image? Why?	What does this image make you think of?
What more do you see?	What is going on in this image? How do you know?	How did it feel to interview or be interviewed?

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THIS IS A...

DRAMA

INSTRUCTIONS:

- Introduce a shape cut-out to the class and ask “What shape is this?”
- Have students repeat the phrase “This is a _____” several times
- Tell students you are going to use your imagination to turn the shape into something else that is that shape (Some classes may benefit from brainstorming a list)
- Announce everyone will have a chance to share
- Model saying “This is a _____ and a _____”
- Next pass the shape around the circle until everyone has had a turn

REFLECT WITH THE CLASS:

Make Observations	Make Content Connections	Make Personal Connections
What happened during this activity?	What kinds of things could we make with this shape?	How did it feel to transform our shape into different things?
What did you notice?	Where might you see this shape in the world around us?	What did this activity remind you of?

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EXPLODING ATOM

DRAMA

INSTRUCTIONS:

- Clear a playing space in the center of the room and inform students that you are going to read a series of statements that they will respond to by silently moving their bodies
- Ask participants to join you in the center area and explain that this area will signify AGREE.
- Ask students to move as far as they can away from the center area and explain that this is the DISAGREE area
- Ask students to find their own space in between these two points where they might stand to signify MAYBE, SOMETIMES OR NOT SURE
- Explain that each student has their own continuum to represent their answers
- Read a series of prepared statements and have students respond by moving to the space that signifies their answer (Statements should intentionally be open to some interpretation)
- After each statement, encourage students to discuss their responses sharing why they chose to place themselves where they are standing

REFLECT WITH THE CLASS:

Make Observations	Make Content Connections	Make Personal Connections
What happened during this activity?	Why did you choose the spot where you are standing?	What was it like to see others move when you moved?
Where did we share similar views? Where did our views differ?	What did you discover in your discussion group?	How did our discussion impact your views?

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TRUTH ABOUT ME

DRAMA

INSTRUCTIONS:

- Ask students to make a standing circle
- One player stands in the middle of the circle and states something that is true about themselves
- If the statement is true for other players, they move to a new place in the circle
- The player left without a spot then stands in the middle and states a truth about themselves

REFLECT WITH THE CLASS:

Make Observations	Make Content Connections	Make Personal Connections
What happened during this activity?	What do people in this group have in common?	What was it like to see others move when you moved?
What similarities did you notice?	What makes us different?	What discoveries did you make about our group?

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ARTIFACT

DRAMA

INSTRUCTIONS:

- Choose an object that relates to a theme, character, concept, or rule and can pique student curiosity
- Have students carefully pass the object or place the object in the middle of the room
- Use prompts/reflection questions to help students verbalize their observations, inferences, interpretations and connections

REFLECT WITH THE CLASS:

Make Observations	Make Content Connections	Make Personal Connections
What do you notice about this object?	Who do you think might own this object?	What story could you tell with this object?
How might you describe this object to someone else?	What might this object be used for?	What similar objects do you know?

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SCULPTOR & CLAY

DRAMA

INSTRUCTIONS:

- Explain that students will create statues
- Group students in partners explain one person in each pair will be the sculptor, the other will be the clay
- Tell the sculptors to sculpt their partner into a statue representing a specific idea, theme, word, or character relevant to your content
- Remind sculptors to be careful not to place them into an uncomfortable position
- Sculptors may sculpt their partner in several ways:
 - Mirror: Sculptor takes on a pose or facial expression and the clay copies their position (Best method for sculpting faces)
 - Puppet Strings: Pairs imagine that there are invisible strings on the parts of the clay's body so the sculptor can shape the statue without touching their partner
 - Hands on Sculpting: Sculptor asks permission to respectfully touch the clay's body, manipulating their limbs to shape their statue
- Have sculptors step back and look at the statues created then discuss what they see, switch roles

REFLECT WITH THE CLASS:

Make Observations	Make Content Connections	Make Personal Connections
What do you see?	How does this statue represent the idea/theme/word/character?	What else does this remind you of?
What are their bodies doing?	How might we revise this statue to more clearly convey our idea?	What experiences in your own life are similar?

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STAGE PICTURE

DRAMA

INSTRUCTIONS:

- Give a prompt for stage picture that connects to your content
- As a class, brainstorm images that come to mind based on the prompt and write ideas on the board
- Ask for a volunteer to start the picture by creating a statue in front of the class
- Continue calling on students to build/elaborate on the first student's statue until a cohesive group image (or stage picture) is created

REFLECT WITH THE CLASS:

Make Observations	Make Content Connections	Make Personal Connections
What do you see?	What could be happening in this image?	What could we title this image?
What are their bodies doing?	What do you notice about the statues relationships to each other?	When is a time in your life you felt like a part of this image?

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DONKEY

DRAMA

INSTRUCTIONS:

- Players stand in a circle with the leader in the center for this call and response game
- The leader points to a player and calls out a figure
- That player, plus the two players on either side of him or her, rushes to make the shape of that figure before the leader counts three
- If the leader gets to three before any of the players get into position, that player switches places with the leader to call the next shape
- The leader can also point to a player and call “Donkey one-two-three”, which means the player needs to freeze in place for three seconds
- If the player pointed to moves when “Donkey” is called, they switch places to become the leader.

REFLECT WITH THE CLASS:

Make Observations	Make Content Connections	Make Personal Connections
What did you see?	Where any of the statues similar? Different?	How did it feel to work together? To be the leader?
What choices make a shape most specific?	How do our shapes connect to what we are learning?	What other big ideas could this shape represent?

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NARRATIVE PANTOMIME

DRAMA

INSTRUCTIONS:

- Tell students they are going to silently act out a story while the teacher narrates
- Have students stand up and find their own space
- Tell the students this is their spot for the narrative pantomime and all actions should happen in that spot
- The teacher tells a story where the students are all acting as the same character
- After your narrative pantomime use guiding questions that reflect curriculum objectives

REFLECT WITH THE CLASS:

Make Observations	Make Content Connections	Make Personal Connections
What happened first/ next/ at the end of the story?	What problems did the character face?	Have you ever experienced something similar?
What did we do with our bodies?	How did the character feel? How did their feelings change?	What else did this journey remind you of?

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THIS SETTING NEEDS

DRAMA

INSTRUCTIONS:

- Start by asking, “what is a setting?”
- Brainstorm settings as a class then choose one setting and ask students to imagine all the different things and people they might find there
- Have students offer suggestions of something that they would find there by saying, “This setting needs a/an _____”
- Have a student come to the front of the class and create a statue of the _____
- Continue taking suggestions and adding students until the stage picture is complete

REFLECT WITH THE CLASS:

Make Observations	Make Content Connections	Make Personal Connections
What do you see?	What could be happening in this image?	What could we title this image?
What do you notice about their physical choices?	What do you think these characters are thinking or feeling?	What places in your life does this remind you of?

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